

CONTENT OF MUSIC CULTURE LESSONS AND ELEMENTS ORGANIZING THE MUSIC EDUCATION SYSTEM

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Annotatsiya: *Ushbu maqolada O'zbekistonda umumiy o'rta ta'lim maktablarida musiqa madaniyati darslarining mazmuni, musiqiy faoliyatlar va ulardan dars jarayonida foydalanish haqida ma'lumotlarga ega bo'lishingiz mumkin. Bundan tashqari ushbu maqolada musiqa san'atining inson hayotida uning ma'naviy olamida nechog'liq o'ringa ega ekanligi haqida yozilgan.*

Kalit so'zlar: *Axloqiy-estetik tarbiya, jamoa bo'lib qo'shiq aytish, musiqa savodi, musiqa tinglash, o'qitish tamoyillari, pedagogik texnologiyalar.*

Аннотация: *В данной статье вы можете получить информацию о содержании занятий музыкальной культурой в общеобразовательных школах Узбекистана, музыкальных мероприятиях и их использовании в ходе урока. Кроме того, в этой статье написано, что музыкальное искусство занимает особое место в жизни человека и в его духовном мире.*

Ключевые слова: *Нравственно-эстетическое воспитание, групповое пение, музыкальная грамотность, музыкальное слушание, принципы обучения, педагогические технологии.*

Abstract: *In this article, you can get information about the content of music culture classes in general secondary schools in Uzbekistan, musical activities and their use in the course of the lesson. In addition, in this article, it is written that the art of music has a special place in human life and in his spiritual world.*

Key words: *Moral-aesthetic education, group singing, musical literacy, listening to music, teaching principles, pedagogical technologies.*

Human life cannot be imagined without the art of music. Art not only provides spiritual nourishment to people, but also plays an important role in their physical development. Realizing the role of music in moral and aesthetic education, it is necessary not to forget its importance in educating the young generation. Musical beauty is an important factor in the formation of a person's spiritual image. Musical education is a tool that leads a person to beauty, it forms aesthetic and emotional characteristics of a person. Music, like any art form, originated in ancient times, when people lived in caves, used stone tools, and covered themselves with animal skins. The spiritual world of those people is limited, the language is poor, and the surrounding

His ideas about events were very vague. But nevertheless, musical masterpieces, even if they are in a "wild" state, were created by these ancient people. Almost all types of art have existed thousands of years ago

came Art appeared not only in one place, but also in several continents, in different latitudes and climatic conditions.

The essence of the concept of preservation of musical heritage is not just a blind repetition and preservation of the ideas of the past, but it means the need to develop it from the perspective of a conscious worldview and the interests of humanity, critical appropriation and revision of creativity. As a result of the creative study of folk music art by our composers, works of art have been created that have been added to the treasury of Uzbek culture. Songs from the heart of a person who feels a thirst for beauty are the fundamental basis for the formation of composers' creativity.

The system of musical education at school consists of many elements, such as: music lessons, music education in the classroom and outside of school, vocal and choral studios and clubs, vocal and instrumental ensembles, music schools, etc. In this system, the mass information system occupies a very large place. All the educational and developmental tools form a musical-aesthetic environment in which the student's interests and needs in the field of music arise. The music lesson at school is part of the aesthetic education system, which is largely aimed at the spiritual development of the school student. Development and enrichment of musical-creative abilities, formation of musical perception skills, interest in musical art, artistic hobby of students should be carried out according to a well-thought-out and consistent system. The music lesson is distinguished by its own types of activities: listening and analyzing a piece of music, singing, performing actions to music, musical creativity. In the course of the lesson, these types of activities cannot be separated from each other, because they are interconnected and sometimes absorbed into each other. In the process of listening to music, students acquire a certain amount of musical-theoretical knowledge, gain experience in the ability to listen to music, and at the same time develop analytical skills. When singing in a group, the singing voice and all components of the ability to listen to music (high volume, rhythm, harmony of sounds, timbre) are developed. Singing in a choir, playing children's musical instruments, moving to music, the development of performance skills in the process of improvisation (free creativity) turns students into active, interested, emotional participants of the educational session.

The task of music science is to teach a child to actively relate to beauty, to approach music creatively. This can be achieved not only by mastering and understanding any work, but also by knowing the history of its creation, the foundations of music theory, and the laws of its development. However, music is used in all types of student activities in the lesson

perception is the basis. Understanding music is necessary for a full perception of the surrounding life, because in the end, the ability to penetrate deeply into the essence of the work of art and the aesthetic thing in life contributes to the comprehensive development of the personality of a schoolchild. The music lesson, like all subjects, must

solve the task it has set for itself, and the more actively and purposefully it solves this task, the more musical it will be for schoolchildren.

the higher the level of education.

The lesson is an organizational form of educational work at school, in which the teacher works with a permanent group of students according to a fixed schedule within a clearly defined period of time, leads collective cognitive activities, and implements the curriculum he uses various methods to achieve the didactic and educational tasks he defines accordingly. The teaching process can be viewed as a goal-oriented, consistently changing interrelated activity of the teacher. In the course of this activity, the tasks of obtaining information, development and upbringing of the employee are solved. The process of interaction between the student and the teacher in the music lesson is based on personal communication. Directs and supervises the musical activities of all students in the music class without exception. It also supports interaction and mutual control between students. The work of the teacher in the lesson creates the ground for all students to acquire the basics of knowledge studied in the lesson itself, to develop the necessary skills and competences. Each music lesson should enrich students with new knowledge, expand their horizons, develop musical skills and abilities, or improve what they have learned before. There is no end to learning as students progress step by step from lesson to lesson they move forward from the ladder.

Currently, the requirements for music classes are:

1. A music lesson implies the comprehensive implementation of the functions of education, development and upbringing. It affects all aspects of the student's formation: along with improving the student's musical knowledge, it develops mental power and abilities, shapes the worldview, moral, aesthetic, willful qualities, attitude to work.

2. The lesson is conducted according to a strict system according to the form: it consists of a certain beginning, setting the goals and objectives of the lesson, explaining, strengthening and repeating the musical material, giving homework. Musical activities should be interconnected and complement each other.

3. The lesson is in accordance with the principles of teaching: it has an educational effect, it is convenient for scientific understanding, it allows for the careful and conscious mastering of musical works, the formation of musical skills and abilities.

4. The content of the lesson is in accordance with the curriculum, it covers the links in the system of other lessons. It is always necessary to remember what works have been studied before and what the schoolchildren need to learn after this lesson. It is not only memorizing and knowing, but it is necessary to create a way to get acquainted in advance with some artefacts that should be learned later during musical activities.

5. During preparation and transition to music lessons, teaching and upbringing based on new pedagogical technology, modern psychological-pedagogical and methodical approach are taken into account.

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